

*Liina Tammekänd (Tartu Ülikool, 2013)*



E-kursuse **“Inglise keel humanitaarerialade üliõpilastele”**  
(tase B2.1-B2.2) materjalid

Tartu Ülikooli üleülikoolilise valikaine (100% veebipõhine) **FLKE.01.203 Inglise keel humanitaarerialade üliõpilastele (tase B2.1-B2.2)** juurde

Aine maht 3 EAP

Liina Tammekänd  
Tartu Ülikool, 2013

## COURSE OUTLINE

English for Students of Humanities II B2  
Inglise keel humanitaarerialade üliõpilastele II B2  
FLKE.01.203

<b>Where</b>	at your home or dorm; at the library, in a quieter cafe or in a nice park with wifi
<b>Instructor</b>	Liina Tammekänd (liina.tammekand@ut.ee)
<b>Format</b>	online practice class
<b>Credits</b>	3 EAP (pass/fail)

**Course aims and content:** The aim of the course is to expand students' active/passive vocabulary and to improve their reading skills. The course can function also as a refresher course if a student has had a gap in her English studies or if she seeks to deal with English on a regular basis. The aims will be achieved through reading articles, listening to monologues and dialogues, doing vocabulary tasks and studying for vocabulary tests (approximately 300 words and collocations). The topics covered in the spring term will be music, art and history.

### Study outputs

1. You can read academic texts with more ease (level B2-C1)
2. You can listen to academic talks with more ease (level B2)
2. You can take notes (level B2)
3. Your vocabulary will have been increased (300 items)

### Course requirements:

1. It is very important that you **read all instruction documents** before embarking upon the course!
2. Doing all **(online) tasks**, which is **the prerequisite to taking the tests**:
  - i. Reading eleven texts; listening to eleven monologues and dialogues.
  - ii. Doing all interactive (online) vocabulary exercises (16 vocabulary tasks; 11 reading comprehension tasks).
  - iii. Participating in all forum discussions.
3. Three **vocabulary tests** at the end of each module (music, art and history) – positive result 61%. If you fail any test, you can retake each **only once**. You cannot take any test thrice.

### The course schedule

1	MODULE 1 MUSIC	Feb 11	orientation
2		Feb 18	Listening 1 – Trumpet; Reading 1 – Tinkling Ivories... (discussion on Forum 1)
3		Feb 25	Listening 2 – Musicals; Reading 2 – Striking the Right Note
4		March 4	Listening and Reading 3 – Jazz
5		March 11	Listening and Reading 4 – The Violin and the Piano
6	TEST 1	March 18	revision on Quizlet and TEST 1 on Moodle (open from Monday to Sunday; you can take it

			once at a time convenient for you)
7	MODULE 2 ART	March 25	Listening 5 – In and Art Gallery; Reading 5 – Picasso’s Guernica (discussion on Forum 2)
8		April 1	Listening 6 – Graffiti (discussion on Forum 2); Reading 6 – Painters of Time
9		April 8	Listening and Reading 7 – Photographing People
10	TEST 2	April 15	revision on Quizlet and online TEST 2 on Moodle (open from Monday to Sunday; you can take it once at a time convenient for you)
11	MODULE 3 HISTORY	April 22	Listening 8 - Ancient Cities; Reading 8 - The Lost Civilisation of Peru
12		April 29	Reading and Listening 9 - The Quest for Immortality (discussion on Forum 3)
13		May 6	Listening 10 – Culture and Beliefs; Reading 10 – A History of an Apple
14		May 13	Listening and Reading 11 – The Peoples of Britain
15	TEST 3	May 20	revision on Quizlet and online TEST 3 on Moodle (open from Monday to Sunday; you can take it once at a time convenient for you)
16	RETAKING TESTS	May 27	If you failed any tests, revise and take the tests once more to get the pass.
17		June	A possibility to meet the instructor IRL (the exact time is to be specified; check SIS and the course page on Moodle)

### Course politics

1. You will pass a vocabulary test if you receive 61% of the points.
2. If you fail any test, you can retake each **only once**. You cannot take any test thrice.
3. If you fail any test twice, you will receive a “fail” for the course.
4. If you have any problems, first read all the instruction documents once more. Only when you can't find your answer in the instruction documents, e-mail me.
5. If you have problems with Moodle exercises, report the problems on Problems, Questions, Bugs forum.
6. All course announcements will be made on “News” forum. Check it at least once a week. In the pre-test weeks check it more often.
7. You are responsible for using a stable Internet connection while taking the tests. The loss of connection during a test is not a valid excuse for not taking a test on time and requesting exceptions.
8. The course is not fully in English. Vocabulary is translated into Estonian and in tests you have to give English equivalents to Estonian words and expressions.

## HOW TO PASS THIS COURSE: detailed instructions

**VERY IMPORTANT!:** You should keep strictly to the course schedule (given in Study Info System (SIS), in the course outline and below); otherwise you will remain behind and probably will not finish the course. You should read the course outline and the document at hand very carefully and refer back to this from time to time.

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Below I will describe in a detailed way:

- General course structure
- Reading tasks
- Listening tasks
- Interactive comprehension tasks
- Interactive vocabulary tasks
- Forums
- Tests
- Quizlet

### **General course structure**

1. The course consists of three modules (Music, Art and History). After covering each module there is an online test week (the weeks starting with March 18, April 15 and May 17).

2. In each module you have to read 3-4 passages, listen to 3-4 talks, do comprehension tasks and vocabulary exercises that belong to the reading passages and talks. You also have to participate in forum discussions (indicated in the course schedule). You should read extra materials that give you an insight into the different parts of English vocabulary.

### **Reading tasks**

3. It is easier for you to read the passages if you print out the documents. Firstly you should read the passage. Secondly you should do the comprehension task on paper following the reading passage. Thirdly you should go and check your reading comprehension with an interactive exercise on the Moodle page. Fourthly you should do the interactive vocabulary task on the Moodle page. The interactive exercises give you the correct answers automatically.

### **Listening tasks**

4. There are two types of listening tasks: the interactive exercises (four) are exercises where you fill in the gaps according to what you hear in the audio on the Moodle page and you get the correct answers right away; the exercises laid out in documents (seven) deal with answering questions or taking notes and you will get the correct answers when reading the tapescript or reading a passage connected to the listening task. Usually you should do the interactive vocabulary task before the listening so that you would be acquainted to the vocabulary used in the task.

### **Interactive comprehension tasks**

5. To save your eyesight, to have a better understanding of the course structure and to have a better overview of your advances, it is better to print the documents with texts and tasks out so that you can do the comprehension tasks on paper.

6. Later, you should check the answers with the interactive comprehension task on Moodle. The interactive comprehension tasks are usually gap fill tasks.

### **Interactive vocabulary tasks**

7. There are two types of interactive vocabulary tasks in this course: vocabulary matching (for listening tasks, done *before* listening) and vocabulary gap fill (for reading passages, done *after* reading).

8. You can print out the corrected exercise for future reference for the test, but it is not necessary as the revision for the test is organised in a different way.

### **Forums**

9. There are some listening and reading tasks the comprehension of which will be discussed on the module forum. These passages and texts are indicated in the course schedule.

10. Participating in forum discussions is compulsory as you cannot take the module test without doing that.

11. For the forum discussions you have to prepare the answers to the discussion questions at the end of the listening or reading task. You should write 80-120 words for each discussion question.

12. You are expected to contribute to each forum discussion at least twice.

13. Answers to a forum discussion in a form like “I agree” or “I can’t understand your point” are not considered as taking part in a forum discussion. You are expected to express and back up your opinion.

14. The instructor might want to pose a question from a different angle on a forum. Be ready to participate in this discussion, too.

15. Passing or failing forum discussions does not depend on how grammatical your answers are. You just have to participate actively!

16. In addition to module forums, there are two more forums: News forum, which you cannot participate in, but which you should check as often as possible for any course news; and Problems, Questions, Bugs forum, where you can ask questions regarding the course, point out all problems that you have encountered with the interactive part of the course, and highlight all bugs (something does not work as it should, typos, etc) so that I can fix them. Participating on Problems, Questions, Bugs forum is *not* compulsory.

### **Tests**

17. The tests do not open for you if you have not passed the forum discussions (see above).

18. At first you are expected to revise and learn the vocabulary with a web-based study aid Quizlet. The links to Quizlet flashcard sets are given at the end of each module.

19. Learn the exact form of a word or expression that is given in Quizlet revisions. It is the form that will be in the test.

20. Test weeks are the weeks starting with March 18, April 15 and May 17. Tests are open from Monday to Sunday.

21. During this week you have one possibility to take the test. It is in the form of a simple vocabulary test (Estonian word – English equivalent).

22. Please make sure you have a stable Internet connection when taking the test. The loss of the internet connection is not an excuse not taking the test on time and requesting another possibility.

23. If you should fail the test, you have the second possibility to take the test in the week starting with May 27, when all tests will be open once more.

24. You can take each test only twice (in the weeks starting with March 18, April 15 and May 17 and in case of a failed test(s) in the week starting with May 27).

### **Quizlet**

25. I have prepared flashcards with each module's vocabulary.

26. By using Quizlet you can learn to write the words and expressions, you can learn their pronunciation, you can take Quizlet-generated tests on the vocabulary and in case you are bored by serious learning, you can play some games related to the vocabulary.

27. Learn the exact forms of the vocabulary given on Quizlet flashcards as these are the forms that are expected in the module tests (for example: jõukas, külluslik – affluent (*not rich*); negatiivne aspekt – a downside (*not a negative aspect*)).

28. If Quizlet audio does not work, the page itself has several trouble-shooting tips.

# ENGLISH COLLOCATION

English is a highly collocated language. Although using incorrect collocations does not hinder communication in most cases, students at a certain level of English (B2, C1) need an introduction into English collocation as using correct collocations gives students' written texts and speech a more native-speaker-like sound.

The handout will shortly discuss the following questions:

1. What is a collocation?
2. What are the types of collocation?
3. Why learn collocations?
4. How to learn collocations?
5. Introductory exercise
6. Used resources

## 1. What is a collocation?

A collocation is a combination of words that are used together in texts and speech. When a writer or speaker communicates, she usually starts putting sentences (texts) and utterances (speech) together using first a high content noun, for example *a feature*. Now she needs verbs, adjectives and prepositions that go with this noun in English. One possibility would be to use a word combination *a good/ bad feature*, but at B2 competence level this would be too simplistic. What else could a writer or speaker use to make her text or speech more sophisticated? She could use *a basic/ central/ key/ distinctive/ permanent/ etc feature* to convey her ideas more precisely.

There are collocations also in Estonian, like *kange tee* or *tugev vihm* (people do not say *tugev tee* or *kange vihm*). In English, the corresponding collocations are *strong tea* (the first meaning in Estonian is *tugev tee*) and *heavy rain* (in Estonian *raske vihm*). These examples show how important it is to know collocations in a language as literal translation can create not only an amusing situation but also much confusion.

## 2. What are the types of collocation?

We could divide the types of collocation into two: according to what parts of speech collocate and according to their fixedness.

### i. collocation of parts of speech :

adjective + noun – *a recurrent feature*  
quantifier + noun – *a murder of crows* (vareseparv)  
verb + noun – *to point out a feature*  
noun + verb – *the fault lies with the CEO*  
preposition + noun – *to be without fault*

adverb + verb – *to judge sb harshly*  
verb + verb – *to be able to obtain*  
verb + preposition – *to be judged according to sth*  
verb + adjective – *to judge accordingly*  
adjective + preposition – *to be occupied with*

### ii. free collocations → fixed expressions

free collocations – to see a man/ a building/ a car  
weak collocations – to see (not watch) a film  
medium strength collocations – to see a doctor next day

strong collocations – to see the point  
fixed and idiomatic expressions – not see forest for trees

Collocations are also:

1. phrasal verbs (ühendtegusõnad), like *to put up with his behaviour* (ta käitumist taluma)
2. prepositional phrases (eessõnalised väljendid), like *by accident* (kogemata)
3. dependent prepositions (sõltumust näitavad eessõnad), like *to listen to* or *to look at*
4. similes (võrdlused) with *like* and *as*, like *blind like a bat* or *as white as a sheet*
5. two-word fixed phrases, like *odds and ends* (not *ends and odds*)
6. idioms, like *to bark up the wrong tree*

### 3. Why learn collocations?

Knowing collocations makes students' language sound more natural and native-speaker-like.

Students have more ways to express themselves. The ways of expression at their disposal are more precise and richer in detail.

Learning collocations, or word chunks in the context, is easier for human brains.

### 4. How to learn collocations?

Learn to recognize collocations when reading or listening to English. This course should help you with this.

If possible, do not learn single words. Learn word chunks.

When you learn a single word, look up its most important collocations.

Read extensively as this is the best way to meet words in their natural context.

When you have learned a collocation, try to put it into use as quickly as possible.

When writing, use Oxford Collocations dictionary for Students of English (OUP).

There are online versions of this dictionary at

<http://oxforddictionary.so8848.com/o#.UPf02fI-2gM> (Old Version)

or

<http://www.ozdic.com/>

### 5. The introductory exercise

Please underline the collocations and then check on the next page.

For rather a long time I have had a certain interest in political sciences, especially in international relations. I was mightily impressed by the presentation on the relations between the EU and the UK. Already at the end of the 1990s, it was maintained that the UK stands apart from the rest of the European countries not only geographically but also socially, economically and intellectually. After the plenary I moved on to the language workshop held by Ilmar Anvelt, who dealt with his favourite topic of barbarisms and false friends. His presentation was quite amusing. After this workshop I had to hurry to an extremely important meeting where equally relevant matters were discussed.

However, John Mcrae totally eclipsed the other presentations and was later a subject of a heated discussion. I insisted on his talent of acting, but Tom claimed that John McRae is probably used to speaking publicly. I think that we both were right. Still, he would have made a brilliant actor.

(a student essay)



Key:

For rather a long time I have had a certain interest in political sciences, especially in international relations. I was mightily impressed by the presentation on the relations between the EU and the UK. Already at the end of the 1990s, it was maintained that the UK stands apart from the rest of the European countries not only geographically but also socially, economically and intellectually. After the plenary I moved on to the language workshop held by Ilmar Anvelt, who dealt with his favourite topic of barbarisms and false friends. His presentation was quite amusing. After this workshop I had to hurry to an extremely important meeting where equally relevant matters were discussed.

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## 6. Used resources

1. Aavik, L. 2006. Redrawing Boundaries. The Sixth International Tartu Conference on British Studies. April 28-29, 2006 at the University of Tartu. A Student Response.
2. Carter, R., McCarthy, M. 2006. Cambridge Grammar of English of English. A Comprehensive guide. Spoken and Written English Grammar and Usage. Cambridge University press
3. Crystal, D. 2003. The Cambridge Encyclopedia of the English Language. Cambridge University Press
4. Oxford Collocations Dictionary for Students of English. 2008. Oxford University Press
5. Swan, M. 2002. Practical English Usage. International Student's Edition. Oxford University Press

## ENGLISH IDIOM

There are approximately 25,000 idioms in the English language. Many are old-fashioned and not used anymore. Depending on the English-speaking country, idioms differ (regional varieties). New idioms are made up daily while people use language creatively.

The handout will shortly discuss the following:

1. What is an idiom?
2. Types of idioms
3. The origins of some idioms
4. Translating idioms
5. Introductory exercise
6. Used resources

### 1. What is an idiom?

Idioms are fixed expressions that have a figurative meaning. When looking at the words in an idiomatic expression separately and trying to understand them literally, it is not possible to get the actual meaning of the idiom. When communicating it is

better to know the most popular idiomatic expressions in English or to be at least able to recognise an idiomatic expression so that it can be looked up in a dictionary later.

## 2. Types of idioms

- i. verb + object/ complement (and/ or adverbial) – to jog someone’s memory (make remember)
- ii. prepositional phrase – by chance (accidentally)
- iii. compound – a dead loss (completely useless)
- iv. simile – as right as rain (healthy)
- v. binominal – odds and ends (random stuff)
- vi. trinominal – ready, willing, and able (eager or willing to do sth)
- vii. whole clause or sentence – to get hold of the wrong end of the stick (to come to the wrong conclusion)

## 3. The origins of some idioms

Many idioms stem from the Bible, the works of Shakespeare (in both cases the exact origin can be pointed out), from Latin sentences or life itself. The explanations to the origins of idioms vary. Read some and decide whether the explanations are plausible.

***as mad as a hatter = completely insane***

The phrase might date back to the 19<sup>th</sup> century when mercury was used in the making of hats. Hat-makers’ (hatters) nervous systems were affected by poisonous mercury fumes which made them tremble uncontrollably and seem insane.

Of course, everybody knows Mad Hatter’s character from *Alice in Wonderland*, which seems to have reinforced the idiom and its meaning even further.

***once in a blue moon = very seldom***

In every two or three years, there is an astronomical event when two full moons coincide in a single calendar month. The Blue Moon is the second of them. The colour of the moon is not important as it can be affected by different atmospheric circumstances. As the Blue Moon is rather a rare event, the English language has the idiom connected to it.

***to bite the bullet = to overcome a difficult situation***

Before anaesthesia was discovered, surgeons gave their patients lead bullets to bite on while amputating severely injured limbs.

***to kick the bucket = to die***

The idiom probably refers back to the dated method of slaughtering animals for food. In the slaughterhouses, the “bucket” was the frame where the animals were hung and “kicking” meant the involuntary muscle movements of an already killed animal.

***it will cost you an arm and a leg = it is very expensive***

There are two possible explanations to the origin of this phrase.

Painters charged more money for full body paintings than they did for close-ups (without limbs).

OR After WWII, many men came home without arms or legs. Therefore many realised that limbs are precious body parts without which leading a normal life would be impossible.

What do you think is a more plausible origin of the idiom?

## 4. Translating idioms

As noted before, it is very important to realise that the heard/read phrase is an idiom and cannot be translated literally. Otherwise, people can see translations for instance *Burdeni elajas* (noted in an amateur translation of SG-1 S5E7 “Beast of Burden”).

*The beast of burden* has an Estonian, not very idiomatic equivalent *tööloom, koormaeesel*.

Let's discuss the idiomatic expression "to carry a can" as an example. "He was sure he had to carry the can again." In Estonian, the literal meaning of this expression would be "*konservikarpi kandma*". It is obvious that there is something wrong with the Estonian translation "*ta oli kindel, et peab jälle konservikarpi kandma*", even if the context suggests that there are some cans present. In the Estonian there is an appropriate idiomatic equivalent to the English idiom: *patuoinaks jääma. Ta oli kindel, et taas jääb patuoinaks tema*.

## 5. The introductory exercise

Think of Estonian idiomatic equivalences to these English idioms. Then go and check your answers with an interactive exercise in Moodle.

1. to be up in the air
2. to have ants in one's pants
3. a good anvil does not fear the hammer
4. to go ape over sth
5. if my aunt had been a man, she'd have been my uncle
6. pork barrel
7. like a bear with a sore head
8. as you make your bed, so you must lie on it
9. a mixed blessing
10. out of the blue
11. great boast and small roast
12. every bullet has its billet
13. as different as chalk and cheese
14. a change of heart
15. the devil's limb
16. to be on the make
17. a confidence man
18. a marriage of convenience
19. as right as rain
20. to be on cloud nine

## 6. Used resources

1. Hanko, U., Liiv, G. 1998. Inglise-Eesti idioomisõnaraamat. Tln Valgus
2. <http://www.phrases.org.uk>
3. McCarthy, M. 1990. Vocabulary (Language Teaching : a Scheme for Teacher Education). Cambridge University Press
4. McCarthy, M., O'Dell, F. 2002. English Idioms in Use. Cambridge University Press.

Selle tutvustava artikli juurde tuleb sooritada interaktiivne harjutus "English idiom exercise".

# PHRASAL VERBS IN ENGLISH

There are approximately 5,000 phrasal verbs in the English language. Phrasal verbs are used extensively in speech and in the media; therefore, it is important that learners of English were able to recognise them and find out their meanings. Depending on the English-speaking country, phrasal verbs differ – there are regional varieties. New phrasal verbs are made up daily while people use language creatively.

The handout will shortly discuss the following:

1. What is a phrasal verb?
2. Meanings of a phrasal verb
3. Different forms of a phrasal verb
4. Register of phrasal verbs
5. Introductory exercise
6. Used resources

## 1. What is a phrasal verb?

Phrasal verbs are verbs that consist of a verb and a particle that separately have their own meanings but together they create one meaning.

Most common particles in phrasal verbs are: about, around, at, away, back, down, for, in, into, off, on, out, over, through, to up. You know these words to be prepositions or adverbs. In a phrasal verb, they are called particles.

Most common verbs in phrasal verbs are: break, bring, call, come, cut, get, give, go, keep, knock, look, make, pass, pick, pull, put, run, set, take, turn.

## 2. Meanings of a phrasal verb

A phrasal verb can have a literal meaning and a metaphorical meaning, for example, *pick up*.

*My pen fell down. Could you please **pick it up**?*

*Let's meet at six. I'll come and **pick you up**.*

*You can **pick up** a foreign language in two months when you are in the language environment.*

The phrasal verb in the first sentence has a literal meaning. The same phrasal verb in the second sentence could be treated as a so-called connecting link between the phrasal verb used in the first and the phrasal verb used in the third sentence. It conveys the same image. The phrasal verb in the third sentence has already a metaphorical meaning, but it is still connected to the literal meaning of the phrasal verb used in the first sentence by a similar image or metaphor.

A phrasal verb can have several unconnected meanings. Let us take *to set up* as an example:

1. To place in an upright position.
2. a. To elevate; raise.; b. To raise in authority or power; invest with power: *They set the general up as a dictator.*; c. To put (oneself) forward as; claim to be: *He has set himself up as an authority on the English language.*; d. To assemble and erect: *set up a new machine.*
3. To establish; found: *set up a charity.*
4. To cause: *They set up howls of protest over new taxes.*
5. To establish in business by providing capital, equipment, or other backing.
6. Informal: a. to treat (someone) to drinks.; b. To pay for (drinks).
7. Informal: to stimulate or exhilarate: *a victory that really set the team up.*
8. To lay plans for: *set up a kidnapping.*
9. Informal: to put (someone else) into a compromising situation by deceit or trickery: *Swindlers have set me up.*

10. Sports: to make a pass to (a teammate), creating a scoring opportunity.

### **3. Different forms of a phrasal verb**

It is possible to create nouns and adjectives from phrasal verbs.

to break up – two people end their romantic relationship → a breakup (n)

to sell off – to sell sth at a low price → a selloff (n)

to block up – to shut or close sth → blocked-up (adj)

### **4. Register of phrasal verbs**

Phrasal verbs are an important part of spoken English and informal writing, like letters and articles in popular journals. Phrasal verbs have often a single-word equivalent that should be used instead of phrasal verbs in formal written texts, like in academic essays.

### **5. Introductory exercise**

Do an introductory exercise on phrasal verbs and their single-word equivalences in Moodle.

### **6. Used resources**

1. Carter, R., McCarthy, M. 2006. Cambridge Grammar of English of English. A Comprehensive guide. Spoken and Written English Grammar and Usage. Cambridge University press
2. Crystal, D. 2003. The Cambridge Encyclopedia of the English Language. Cambridge University Press
3. McCarthy, M. Felicity O'Dell. 2004. English Phrasal Verbs in Use. CUP
4. Swan, M. 2002. Practical English Usage. International Student's Edition. Oxford University Press

Selle tutvustava artikli juurde tuleb sooritada interaktiivne harjutus "English phrasal verb exercise".

Lisaks tuleb sooritada 17 interaktiivset sõnavaraharjutust.

Moodulis 1 (Music):

Trumpet listening vocabulary task 1

Trumpet listening vocabulary task 2

Tinkling Ivories reading vocabulary

Musicals listening vocabulary task

Striking the Right Note vocabulary task

Jazz vocabulary task

The Piano and the Violin vocabulary task

Moodulis 2 (Art):

In an Art Gallery vocabulary task

Picasso's Guernica vocabulary task

Graffiti listening vocabulary task

Painters of Time vocabulary task

Photographing People reading vocabulary task

Moodulis 3 (History):

Ancient Cities listening vocabulary task

The Lost Civilisation of Peru vocabulary task  
Culture and Beliefs listening vocabulary task  
An History of an Apple vocabulary task  
The People of Britain vocabulary task

Harjutused on leitavad eraldi failidena.

## **Kursuse koostamisel kasutatud materjalid**

### **Käsiraamatud, entsüklopeediad, õpikud**

Aavik, L. 2006. Redrawing Boundaries. The Sixth International Tartu Conference on British Studies. April 28-29, 2006 at the University of Tartu. A Student Response. Cambridge Certificate of Proficiency in English 2 Self-study Pack. 2002. CUP  
Cambridge Certificate in Advanced English 3 Self-Study Pack. 2001. CUP  
Cambridge Certificate in Advanced English 4 Self-Study Pack. 2002. CUP  
Carter, R., McCarthy, M. 2006. Cambridge Grammar of English of English. A Comprehensive guide. Spoken and Written English Grammar and Usage. Cambridge University press  
Crystal, D. 2003. The Cambridge Encyclopedia of the English Language. Cambridge University Press  
Davies, Falla 2008. IELTS Masterclass. Oxford  
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